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MARCH ♦ 1949

*The American
Teacher....*

Labor Notes

By Meyer Halushka, Local 1

The AFL Program On Social Security

THE following recommendations were adopted by the Social Security Committee of the AFL to meet standards for social security legislation approved by convention actions:

1. Extension and liberalization of existing Federal Old-Age and Survivors Insurance program. The insurance coverage should be extended to include self-employment (farmers, small businessmen, and professional persons), agricultural workers, domestic service, employment by non-profit institutions (such as hospitals, churches, and foundations), federal employees not covered under any federal retirement plan, employees of state and local governments, (by compact between state and Federal Security Agency) except those covered by a pension plan. Monthly benefits to be increased from present \$10 to at least \$25, and the maximum to \$150. Retirement age to be reduced from 65 to 60 for women workers, widows, wives, and mothers. Family benefits for widows, fatherless children, and orphans to be increased.

2. Extension of the protection of the national insurance system to the risks of both temporary and permanent disability. Insurance should provide for wage loss resulting from injuries not covered by existing State Workmen's Compensation laws.

3. Extension, simplification, and liberalization of unemployment insurance and employment service programs. There should be a unified national system of Unemployment Insurance and Employment Services.

4. Development of protection against sickness through a broad health program built around a national health insurance system and including provision for needed health facilities, training of personnel, and medical research.

The program should cover the major portion of the population including employees, self-employed persons, and their dependents. It should include the following specific provisions and guarantees.

- a. Free choice of doctor and dentist by the patient and the right to change one's choice, and freedom of doctors to accept or reject patients.

- b. Insured persons eligible for benefits to be entitled to medical and dental service from general practitioners and specialists, home nursing care, hospital care, laboratory service, x-rays, and other prescribed necessities.

- c. Every qualified doctor, dentist, nurse and hospital to have the right to participate or not, and to accept or reject patients. These rights to apply to organized groups of practitioners, clinics, consumer cooperatives, labor union and similar health service plans as well as to individuals. Every hospital that participates to be guaranteed against supervision or control.

- d. Cost of the various services to be paid out of the insurance fund with the method of payment to be decided by the participating practitioners with guarantees that the amount of payment will be fair and adequate.

- e. Decentralization of administration making maximum use of appropriate state and local health agencies and with full participation in administrative policy by advisory councils representing professional and lay people at all levels of administration. Medical matters to be determined only by qualified professional persons.

5. The comprehensive Social Insurance system herein recommended should be built on the contributory principle. Employees and employers should contribute equal amounts based on a percentage of wages. It is likewise sound policy to provide that a portion of the cost be met from the general revenues of the government. The committee recommends that at this time the proportion to be borne by the covered employees for all protection provided in the program be held to four percent of wages up to \$4,800 per year with like amounts paid by employers. Until such time as the health insurance program is in full operation it could be financed by contributions of 2 3/4 per cent of such wages by employers and employees.

AFL Policy On Housing And Rent Control

THE Executive Council of the AFL in its midwinter session held in February, 1949, at Miami, issued a statement on housing legislation which is in part as follows:

"It is estimated that there is a current deficiency of 10,000,000 homes, and that 5,000,000 additional homes must be built within the next ten years, if housing needs of the American people are to be adequately met. . . . Last year private builders constructed only 925,000 dwellings, most of them at prices which workers could not afford.

"We approve the public housing provision of S. 138, which calls for the construction of one million low-rent units during the next seven years at the rate of 150,000 a year.

"The AFL recommends authorization for direct federal loans for large-scale rental and cooperative housing. . . . This type of program would make possible decent housing for middle-income families for which monthly payments would be in the neighborhood of \$50-\$60. Because of the reduced financing and other costs, such dwellings would be, on the average, the equivalent of an \$8,500 dwelling unit.

"Since we can expect for some time a continued acute deficiency of rental housing, the AFL calls for extension and strengthening of the present rent control law, which is due to expire on March 31, 1949, for a two-year period or until such time as the President or Congress shall determine that it is no longer necessary.

WFTU Near End

AFTER a three-year struggle to prevent the World Federation of Trade Unions from becoming "subservient to Communist doctrine and dictation," the British Trade Union Congress, the Congress of Industrial Organizations and the Dutch Federation of Labor withdrew from the World Federation. The decision came after a compromise proposal to suspend WFTU activity for one year was rejected. The rift in the WFTU between the Communist and non-Communist elements was widened by the pressure of Soviet Russia to commit the World Federation to opposition to the Marshall Plan.

Irving Brown, the AFL's European representative, has invited non-Communist labor groups to Berne, Switzerland, to confer on the formation of a new international labor organization. James B. Carey, CIO Secretary-Treasurer, and Arthur Deakin,

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How to Figure AFT Per Capita Payments

AS explained in the February issue, the monthly per capita payments made by locals to the AFT national office are graduated as follows:

Salary under \$1,000 per annum...	10 cents
Salary from \$1,000 to \$1,500....	15 cents
Salary from \$1,500 to \$2,000....	20 cents
Salary from \$2,000 to \$2,500....	25 cents
Salary from \$2,500 to \$3,000....	30 cents
Salary from \$3,000 to \$3,500....	35 cents
Salary over \$3,500.....	40 cents

To eliminate the work of figuring the per capita payment for each individual

member, the AFT constitution provides that "a local may pay the per capita tax for all members of the local at the average salary for the teachers of the school system—such average to be obtained by adding the minimum and maximum salaries of the salary schedule and dividing by two. If locals which adopt this plan have members on different salary schedules such as elementary, junior high, and senior high, they shall pay for all members in each group at the average salary of that group, such average to be secured by adding the minimum and maximum salaries on the salary schedule of the group and dividing by two."

THREE NEW MEMBERS ADDED

To AFT Commission on Educational Reconstruction

THREE new members have been added to the AFT Commission on Educational Reconstruction. They are:

1. Dr. George Axtelle, chairman of the Department of Philosophy and History of Education at New York University. For a number of years he was in the Department of Education at Northwestern University, Evanston, Illinois. Dr. Axtelle was formerly an AFT vice-president and is well known to many AFT members.

2. Dr. Walter Johnson, who is now at Alderman Library, University of Virginia, Charlottesville, Virginia. A few years ago Dr. Johnson received an award for his excellent teaching of

history at the University of Chicago. He is the author of a biography of William Allen White and recently edited a collection of White's letters.

3. Dr. Robert Ulich, who has been Professor of Education at the Graduate School of Education of Harvard University since 1934. In 1933 he left Germany, giving up personal security and a well-established career—after the forces of Hitler had offered him rank and power. He calmly, publicly announced that if there comes a time when a man must choose between personal power and personal integrity, he can make but one choice or else despise himself forever.

INFORMATION, PLEASE!

CAN you or your local provide information or illustrative material that would be useful to the AFT Commission on Educational Reconstruction in preparing a study entitled "Pioneering in Democratic Education"? The aim of the Commission is to present a comprehensive picture of the role of the AFT in promoting the status and welfare of teachers and in strengthening and improving the educational program, with special emphasis on the relation of the AFT, on national, state, and local levels, to the development of democratic policies, practices, and attitudes. If this project is to be successful, the Commission will have to know the experiences of locals, both large and small, old and new; of officers, both former and present; of members, both active and retired.

It is planned to include in the study ten topics, with a chairman assigned to collect material for each topic. The ten topics are as follows:

1. *Identification of Professional Workers with Other Workers in the Community.*
2. *The Teachers' Struggle for Full Citizenship.*
3. *Teacher Organization and Collective Negotiations.*
4. *Defense of the Dignity of the Teacher in the School System.*
5. *The Teachers' Part in Policy Determination and School Administration.*
6. *Human Relations and the Equalizing of Educational Opportunity.*
7. *Orienting the Curriculum toward Contemporary problems.*
8. *Defense of Education against the Foes of Democracy.*
9. *The Teacher in the Community.*
10. *The Well-Being of the Child.*

* * *

All material should be sent as soon as possible to Arthur Elder, AFT vice-president, who is chairman of the AFT Commission. His address is 2712 Lawrence, Detroit 6, Michigan.

Introducing a 5th AFT Member In the Present Congress

MIKE MANSFIELD, U. S. Representative from the 1st District of Montana, has represented his district continuously since 1943. He was a charter member of the AFT local at the Montana State University.

"I feel personally," he writes, that this organization has been of great benefit to teachers and the cause of education, and I further feel that only through organization will the teachers of this country be able to be recognized for the great contributions they have made and for the responsibilities which they have assumed. The future of teachers at present is a precarious one, but I am delighted that such outstanding individuals as Senators Douglas and Humphrey and Representatives Biemiller and Crook are now with us to help us in furthering the work which must be done in this and succeeding Congresses. I feel that the election of these outstanding members to the Congress of the United States will prove an incentive to other teachers to participate more actively in the political life of this nation. This is as it should be because teachers, like everyone else, have opinions and they should be able to express them in such a manner as to make them known to the people with whom they come in contact."



ANDREW BIEMILLER, one of the five AFT members in the present Congress, has informed us that even before he became a charter member of AFT Local 360 in Wisconsin, he had belonged to AFT locals in other parts of the country. "I am very jealous of the fact that I hold rights of the AFT for nearly twenty years," he wrote.

AN URGENT CALL FOR THE AFFILIATION OF LOCAL UNIONS WITH STATE FEDERATIONS OF LABOR AND CITY CENTRAL BODIES

By WILLIAM GREEN, President, American Federation of Labor

THE valuable service rendered by the officers and members of State Federations of Labor and City Central Bodies during the 1948 political campaign was reflected in the political victory which labor won at the polls at the November 2nd election.

These splendid organizations carried on an educational campaign which made clear to all members of the American Federation of Labor and their friends that the workers must, as sovereign citizens, register and vote at the November 2nd election. They succeeded in their efforts. A large percentage of labor and labor's friends turned out at the election and voted. They de-

feated many candidates for reelection to Congress who voted for the Taft-Hartley Bill, and elected a large number who pledged their support to the repeal of the Taft-Hartley Act. The political complexion of Congress was changed. The voters of the nation voted in favor of the repeal of the Taft-Hartley Act. That was made possible because the repeal of the Taft-Hartley Act was an issue in the campaign.

Surely such a demonstration of solidarity, of service, and of the value of education, makes it clear that State Federations of Labor and City Central Bodies should be made strong, influential, and effective. It therefore behooves all

representatives of American Federation of Labor organizations to serve in every possible way in an effort to bring about the affiliation of every local union chartered by an international organization with State Federations of Labor and City Central Bodies in which they are eligible for membership.

If all eligible local unions are affiliated with State Federations of Labor and City Central Bodies, the voice of labor as spoken through these agencies can be made stronger and more influential than ever.

The last election emphasized the fact that labor has the votes in industrial centers and industrial cities, necessary to win elections, providing the votes of labor can be placed in the ballot box when elections are held. It is State Federations of Labor and City Central Bodies that we must rely upon to get out the votes of labor and labor's friends in industrial sections.

Let us make these agencies strong and influential, effective, aggressive, and highly educational so that they can serve labor in an even more effective way in the future than they have in the past.

The decision of the Supreme Court upon the constitutionality of anti-labor laws, which was rendered recently, makes it clear that State Federations of Labor and City Central Bodies must redouble their efforts in order to prevent the enactment of additional anti-labor legislation and bring about the repeal of the little Taft-Hartley Laws already on the statute books of a number of states.

This objective can be reached if State Federations of Labor and City Central Bodies are made strong; this strength can be developed through the affiliation of every local union which is eligible to membership in State Federations of Labor and City Central Bodies. No good reason can be offered for the refusal of a local union eligible to membership, to affiliate with a State Federation of Labor or a Central Body. On the other hand, the economic and legislative welfare of the workers themselves can be served in no better way than through affiliation of local unions with State Federations of Labor and City Central Bodies.

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Dr. Floyd Reeves Heads Mission to Philippines

THE Philippines Government, which last month signed an agreement with UNESCO for an educational mission to visit that country, has accepted the Organization's proposal that the mission should cover elementary education, teacher training aspects of elementary education, and adult education.

The mission will consist of a four-man team representing three nations, Canada, China, and the United States.

Dr. Floyd W. Reeves, of the University of Chicago, member of the AFT Commission on Educational Reconstruction, heads the mission. The other members are: Dr. Paul R. Hanna, of Stanford University, (Elementary Education), Dean A. C. Lewis, of the Ontario College of Education (Teacher Training Aspects of Elementary Education), and Dr. S. Y. Chu, Assistant to James Yen, (Adult Education).

The mission started its work in the Philippines on February 5 and will stay there for about three months.

You Can Help The Physically Handicapped!

HAS your heart ever gone out in sympathy to a physically handicapped person? Have you ever wished that you could do something to help him but hesitated for fear of doing the wrong thing?

There is a right way of helping—by a contribution to the American Federation of the Physically Handicapped.

The federation, which sponsors the "National Employ the Physically Handicapped Week" in October of each year, is a "non-profit, educational, beneficent organization." The AFL has given strong support to its activities in the past and now is supporting its legislative program which is being introduced in the form of bills in the 81st Congress.

To carry on its fight for this program, which aims to promote the economic and social adjustment of the physically handicapped, the organization is trying to raise a working fund.

You can help by sending your check to the American Federation of the Physically Handicapped, Inc., 1376 National Press Building, Washington 4, D.C.

Secretary-Treasurer's Page

Facts About AFT Membership

1. The membership of the AFT has doubled since the beginning of World War II despite the general exodus of teachers from the profession. During the period of World War II and the post-war period, the AFT has been one of the most rapidly growing "white collar" unions in the world.

2. During the last 15 years the membership of the AFT has multiplied more than five times.

3. There are now AFT locals in all of the twenty-five largest cities of the United States except one.

4. There are now AFT locals in three-fourths of the cities having a population of more than 100,000.

5. In the populous midwestern states of Ohio, Illinois, Indiana, Michigan, Minnesota, Wisconsin, Iowa, Kentucky, and Missouri, there are locals in approximately three-fourths of the cities with a population of more than 25,000.

6. There are approximately 300 locals in cities of less than 100,000 population.

7. In the city of Chicago approximately two-thirds of the teachers of the city belong to the Chicago Teachers Union and the membership is increasing rapidly. This powerful union played a large part in cleaning up the political situation in the public schools of Chicago.

8. A large and constantly increasing number of AFT locals now represent a large majority of the teachers in their respective jurisdictions. In a substantial number of cities the membership in the AFT locals is 100% or nearly so.

9. Recently several superintendents of schools in smaller school districts, discouraged because of the ineffectiveness of "non-union" organizations and dissatisfied with the dictatorship often exerted by political cliques in these organizations, have ap-

pealed to the AFT to organize their teachers for the good of the schools and for more functional professionalism. These school administrators realize that the crisis in education resulted largely from the fact that teachers were not organized with sufficient professional strength to protect the schools and the rights of the teachers.

10. The effectiveness of strong teachers' unions is graphically indicated by the fact that during the last decade not a single AFT local which had built up a strong, well organized union has voted to sever its affiliation with the AFT.

IRVIN R. KUENZLI

AFL and AFT Cooperate On FEDERAL AID Bill

WHILE the AFL Executive Council was meeting in Miami, Florida, AFT president John Eklund appeared before the group to discuss several problems, among them federal aid to education.

THE AFL and AFT have maintained that the amount provided for general federal aid should be not less than \$1,000,000,000. An effort is being made also to:

1. Earmark 75% of the appropriation directly for teachers' salaries, since the main reason for the continuing critical situation in the schools has been the inadequate salaries of teachers.

2. Provide health and welfare services for all children.

3. Make possible an appeal to the courts if federal education funds are not properly spent in any given state. (Such a provision would prevent discrimination against minority groups in the use of federal funds for education.)

A bill backed by the AFL and drawn up in accordance with the federal aid principles supported by the AFT is to be introduced in the House of Representatives. (See our February issue, pages 3-4 for further details.)

President's Page

What Makes a Strong Teachers' Union?

ONE of the top questions in teacher union organization has always been, "What makes a teachers' union tick?" Some locals have displayed amazing growth and power; others flutter weakly in the face of difficulty and give up the ghost.

While none can estimate accurately the human dynamics that give life and power to some locals, it is possible to analyze some of the demonstrated characteristics of successful organizations. Too frequently we have assumed that the cause of failure was entirely lack of adequate leadership—and have looked no farther than the failure itself. Intelligent leadership leads inevitably to the specifics which are enumerated herein—but occasionally it is good to look at a few of the specifics themselves.

For that reason there is listed here a few of those factors which weigh the balances in the direction of successful local action. These are not listed in any significant order, but they might well be used as a check list.

1. An Objective Program for Improving Educational Opportunities in the Community

The local should have an action program for providing better educational opportunities in the community. This program might well include an evaluation of both the tangible and the intangible needs—buildings, facilities within and without the classroom and the school, laboratory equipment, play equipment, school buses, lighting, clinics (for mind and body), as well as those needs which are equally important but more difficult to explain to the community, such as adapting the size of classes to the needs of the children, and providing opportunities for the all-round development of all children through a rich and dynamic curriculum including socializing programs and activities of various types. No local which fails to make such an evaluation of needs and to develop a sound program for improving the educational opportunities in the community could possibly have the continued support of both the members of the teaching profession and the other citizens in the area.

Some locals have started by working on only a few phases of such a program and later have broadened their objectives; others have immediately made a full analysis of local educational needs and have moved constantly on a broad front toward improved educational services. In either case the generating power is the rightness of this altruistic approach—"that the business of education is a full and increasing opportunity to every child." No local thrives without these broad goals plus their implementation by action of the local.

2. A Program for Advancement of the Profession

Probably the most dramatic function of any local is the program of "making teaching a profession." It includes formulating a statement of professional ethics, striving for adequate salaries and good working conditions, establishing sound grievance procedures, and achieving for the teacher job security, civil rights, and the recognition of his human dignity and worth. Teachers outside the AFT sometimes marvel at the efficacy of the union in establishing and defending professional status for teachers. The story of the Chicago Teachers Union is an epic which illustrates the strength that can come from a local's concern for the teacher's professional welfare. In working toward the advancement of the profession, the local's horizon must extend beyond the community—laying the groundwork, especially at the state level, for tenure protection, adequate salaries, proper qualifications, satisfactory pension provisions, and many other items of direct professional concern. Teachers, as members of a profession, must eventually set their fees and determine working conditions in a realistic and practical way.

3. Appreciation of the Labor Movement

The local with a full appreciation and understanding of the labor movement has laid a firm foundation. There must be recognition of the necessity for the give-and-take among many groups of workers cooperating for the common good. Employment practices in the community, bargaining rights, wage and hour legislation, craft standards, compensation, apprenticeship training, and retirement systems—as well as the labor pattern peculiar to every community—must be appreciated and understood. The acceptance of the strike as a legitimate weapon for labor is probably the first step to close cooperation with other labor groups. If the teachers' local has its

hand continually out, with never a concomitant gesture of assistance to other workers, the support given to the teachers' union may become shallow and ineffective. One of the amazing things, however, has been the strong, unqualified championship of the public school teacher by the labor movement, when public school teachers have given so little to other workers and their welfare.

4. Democratic Procedures

It is impossible to conceive of the continued growth and expansion in this country of any organization that tolerates undemocratic procedures. The primary tenets of the AFT in its national function emphasize the rights and privileges of the individual and the final achievement of the greatest good for the greatest number through fair and democratic means. Honest elections, full discussion, and adherence to majority rule carry much weight with teachers, who often see undemocratic procedures camouflaged by the use of clichés and democratic stage dressing, with behind-the-scenes manipulation and intimidation. Where all votes have equal weight, and the decision of the membership is a mandate to the leadership in determining action and policy, there are the beginnings of permanency and healthy growth. I recall participating in a decision reached by six hundred teachers, which turned out to be a mockery when the mandate was ignored by the leadership at the request of the school administration. Yes, a local to be strong must use meticulous care in functioning democratically.

5. Concentration of Effort

In every organization there is a total amount of energy and drive. This force can be utilized in any way that the local sees fit. Some groups go all out in campaigns and fronts that are on the educational fringes or beyond. Many times much good is done by a local in this manner. The pay-off comes as more and more the cardinal purposes of the AFT are minimized. Political action is important, but as a means to an end—not an end in itself. Broad human problems must be championed, but not at the expense of the child and his needs, the teacher and his welfare. There comes to mind the experience of a local that is on the front line of every fringe movement but still must struggle to bring any semblance of unity to its membership upon common educational and labor problems.

6. Cooperation with Other Groups

A problem common to all locals is the one of whether the technique of infiltration by *individual members* into other organizations shall be used to achieve the local's goals. It would seem reasonable in principle that to the degree that the members of a local help other organizations to function well, to that degree the functioning of their own local is improved. But here again one must consider the physical principle that there is but a given amount of energy. If the energy of individual members is scattered thinly throughout many organizations, the strength of the local itself will be seriously diminished, since the members will not have enough time and energy left to accomplish the primary purposes for which the local was established.

Cooperation of the local *as a unit* with other groups is a far different matter, however, since in this case the force of the local is not dissipated and whatever is achieved through the cooperative efforts of the several groups adds to the prestige and strength of the local.

Sometimes a local may be tempted to divert its attention from the essential work of the organization and to lend its support to some organization working for a cause that is worthy but unrelated or only slightly related to education and teacher welfare—or to organizations which at the moment are working for a good cause but which follow principles that are inconsistent with those of the AFT. More than one city local in the 100,000-400,000 population class could testify that to win one battle at the cost of losing the war is *never* good strategy.

The AFT has a contribution to make to education; the local can make its contribution proudly and with independence through its affiliation with the national and state organizations of the AFT and with AFL labor bodies in city, state, and nation.

7. Broad Participation by the Membership

A well-functioning organization makes full use of all its resources. It is amazingly easy for nominal members to permit all the work, the action, the policy to be generated by the top leadership in a local. Teachers usually are busy people (many have been increasingly so of late years, earning a living on the side). A common reply made by a member when he is asked to serve on a committee is, "I have a job after

school and I also work on Saturdays." Even so, there are always capable people willing to do much of the planning and research. If a local depends too much on an aggressive leadership it is lost and ineffective as soon as that leadership is removed. On the other hand, if there is a studied sharing of responsibility and broad participation by the membership, the local will function like a strong football squad "four deep with reserves."

The participation can take many forms: it can include committee work, research work, representation in and contact with central and state labor bodies, engaging in public relations activities in behalf of the local, and many other forms.

8. Adequate Budget and Good Business Methods

One of the reasons for the fine success of the AFT is probably that most of its locals are out of the "two-bit" class. Only with adequate budgets can locals provide services to teachers, subsidize the necessary research and investigation, underwrite the needed publicity materials, and maintain affiliations with the central and state labor bodies and with national organizations. No amount can arbitrarily be set as adequate: some locals seem to be able to do the job with \$8 annual dues, others require \$24. Probably most of the locals set their dues too low to do the job as well as it might be done.

Along with an adequate budget, sound business management is needed. Full reports to the membership, good bookkeeping methods, annual auditing are necessary procedures. The strong union usually functions as an efficient business in its records, reports, budget, and correspondence. It is difficult to accomplish all this "for free"—a paid secretary really helps.

9. A Teacher Education Program

The teachers' union is in the business of education. Too often, however, the locals fail to use educative procedures to bring to their own membership the necessary knowledge and attitudes regarding labor affairs, educational problems, and legislation at both state and national levels. For example, the leadership may bring a matter of prime importance into a floor discussion "cold"—preparation of the membership through news letters, bulletins, studies, explanations, and various other devices would prevent the mishandling of a vital issue by those who have had

no opportunity to acquire background information.

Lack of an educational program usually produces one of two results: (1) the local votes through issues or takes a stand solely upon the recommendation of its leaders (the "rubber stamp" method); or (2) the membership gets so far behind the leadership that many progressive moves are strangled a-borning. Much use can be made of material from the education and research departments of the AFL and the state federations of labor. Quite often the directors of such departments have been teachers and can, therefore, be of special help.

A yardstick of a local's success in this respect might well be the extent of participation by members in various phases of the labor movement and in progressive educational activities. (Participation in local and state politics might also be added.)

10. Good Public Relations

Some locals seem to have the gift of saying and doing the right thing at the right time; others seem to flounder in a state of being at odds with the community. One must believe that the majority of the people will act wisely and altruistically if the facts are presented. There are two groups to which the locals must present their viewpoints: members of the teaching profession who are outside the AFT, and the general public (made up of many diverse organized groups and the unaffiliated, uncommitted). Obviously one good approach is through publications issued by the locals.

In gaining the respect and confidence of teachers, such frontal attack as is made in publications like the *Detroit Teacher*, the *Michigan Teacher*, and the *Bulletin* of the New York Teachers Guild is especially effective because of the very honesty of the approach.

The second group, the general public, is more difficult to reach. The public press does much to influence this group. But by good press relations and above-board dealings with other groups such as civic organizations, service clubs, and educational organizations, a local can begin to build for itself a permanent and important place in the social and political life of the community and state.

* * *

These are ten characteristics which might be considered earmarks of a strong, active local; there are undoubtedly others. It is not enough

to take an inventory of a local only once—"new occasions teach new duties"; but a periodic inventory may do much to strengthen the organization.

Of course there is no substitute for the devotion, vision, integrity that one finds so often in teacher union leadership and in the membership.

JOHN EKLUND

Midcentury White House Conference On Children

A preliminary release from the Children's Bureau

PLANS are under way for a 1950 White House Conference on the nation's children. Congress has appropriated \$75,000 to the Children's Bureau for preliminary work.

Proposal for the conference was first made by the National Commission on Children and Youth, with members from 67 national organizations. The Commission recommended that two years of preliminary action precede the conference. This action has begun and is gaining momentum in states and communities throughout the country.

National planning heads up in a committee representing Federal agencies serving children and youth and the National Commission on Children and Youth. In 32 states, commissions or committees on children are sponsoring the preliminary activity for the conference. Similar local planning groups are responsible for action in communities.

Represented in these national, state, and community groups are both professionals and laymen. Voluntary organizations, official agencies, civic, labor, and farm groups, business and industry, are looking at what is happening to children in their communities and uniting upon specific objectives which they believe they can accomplish by 1950.

Supplementing this action and fact finding, a program of research under direction of the Children's Bureau will gather together the findings of experts in all areas of child growth and development and services to children and youth. This will be augmented by advice and guidance from a group of national leaders from many fields who will help to shape the broad objectives of the conference.

Why a 1950 Conference?

Many reasons point up the need for holding a conference in 1950 which would give the nation a chance to take a look at what children need for wholesome growth and development, how many of them are getting the opportunities they

need, and what the nation's goals for children should be for the decade ahead.

1950, the halfway mark of the century, after two world wars and a major depression—is a logical time to take stock of children and the nation's efforts and resources for serving them.

The world in which today's children are growing up is in an upheaval of change, social, political, economic, and scientific. Great new influences—such as the radio, motion pictures, comics, and new inventions, are affecting their environment. These new forces and the changes taking place need to be examined for their effects upon children.

The past 50 years have seen more developments affecting the health, education, and welfare of children in this country than any other 50 years in history. But the benefits from the advances are inequitably distributed. Far more is known than is applied. In this critical time it is vital to measure the gains and the gaps so as to improve the score for all children.

Many millions of children the world over have been the victims of war; destroyed, orphaned, maimed, starved, tortured, undernourished. American children, though suffering less than those in other lands, have not escaped. They have experienced family tensions and anxiety, separations, shifting homes. They have felt the repercussions of violence and cruelty of history's most disastrous war and been subject to the after-effects of general upheaval. These effects need to be evaluated.

New directions are needed. Progress in human relations lags far behind progress in the physical sciences. New ways of assuring greater happiness, security, and peace to people must be found. Focussing on the physical, emotional, mental, and social growth of children, on their relationships in families, communities, in the nation and the world can help lay the foundation for better understanding of all human relationships.

In a Great Tradition

A Midcentury White House Conference on Children would be the fifth such conference under Presidential auspices. Each decade since 1909, under both Republican and Democratic administrations, there has been a conference to consider the welfare of children. Each of these conferences differed in some respects from the others.

The first, held in 1909, was called by President Theodore Roosevelt. Its primary concern was the *dependent child*. It set forth principles in this field which have guided social workers in all the years since. It resulted in the creation of the Children's Bureau in the federal government to speak for the interests of children.

The second was held in 1919, initiated by President Wilson. It emphasized minimum standards of child welfare and focussed national attention upon *child labor legislation, maternity and infancy protection, and children in need of special care*. The Washington conference was followed by eight regional conferences. The nation-wide concern for maternal and infant care which these conferences stirred helped pave the way for the Sheppard-Towner Bill, by which the federal government provides funds to aid the states in care of mothers and infants.

The third was held in 1930, called by President Hoover. It brought together representatives of all fields concerned with the welfare of children—medical, public health, education, and social services. The findings represented the most comprehensive diagnosis of the *needs of all children* and statement of goals for their welfare and protection which ever had been presented. It contributed to the organization of the American Academy of Pediatrics. The large volume of reports which resulted from the conference have been a major resource for all groups working in the fields of child care.

The fourth was held in 1940, called by President Roosevelt. Meeting as the shadow of war approached, its main consideration was the welfare of *children in a democracy*. It defined objectives which would build toward democratic citizenship for children and uphold the strengths of democracy in their environment. It emphasized the need to mobilize resources, federal, state, and local, to strengthen services to children.

First Steps

The first proposal for a 1950 conference was made in December 1946 when the National Com-

mission on Children and Youth, meeting with the U. S. Children's Bureau and representatives of other federal agencies, formally recommended that plans start immediately. A committee of Commission members was appointed to develop plans and make suggestions. This committee worked through 1947, and reported at a meeting of the National Commission held in Washington, D. C., in January 1948.

At this time, the National Commission urged that planning for a 1950 conference involve communities and states across the land. On its recommendation, a Conference on States and Community Planning for Children and Youth was held in Washington March 30-April 1. Public officials and citizens concerned with the well-being of children attended this conference from 46 States, the District of Columbia, and Alaska, Hawaii, Puerto Rico, and the Virgin Islands. Methods of organization and action for a two-year period of preparation for a 1950 Conference were worked out and taken back to states and communities by those participating in the conference.

A small staff, financed by the Congressional appropriation of \$75,000 and attached to the U. S. Children's Bureau, was in process of organization in the fall of 1948 to assist communities, states, and national organizations in their preparation for the 1950 Conference.

Goals for the conference will take shape out of a broad pooling of ideas of many persons in varied fields of experience. Young people themselves will have an opportunity to voice their opinions and make their contribution to planning. Until an official committee, responsible for the Midcentury White House Conference, is appointed by the President, all activities are of an exploratory and preparatory nature.

* * *

A White House Conference on Children, if it does its job, will generate new energy and light new fires not only in the people who attend it, but in people throughout the nation. Through the cooperative efforts of national, state, and local groups, hundreds of citizens of widely varied experience will have a share in the preparatory work in the next two years. From this wealth of local action the conference will draw much of its vitality. It will represent the mobilization of all available resources in behalf of children.



FOOD: The First Problem For Chinese Children And University Students

● Left: Homeless waifs, gathered from the crowded streets of China, squat on the ground to eat their first meal in many days at the United Nations International Children's Emergency Fund feeding station in Shanghai. They are some of the 117,000 hungry orphans now under the care of the UN.

ACME PHOTOS

● Hunger and fear have already left their mark on the young-old faces of these Chinese orphans, who stare solemnly at the cameraman as they wait for their cup of milk and bowl of rice at a UN International Children's Emergency Fund station in Shanghai.



● Students and professors at the National Tung Chi University in Shanghai sell some of their personal belongings in order to get money to buy rice for students whose homes were either destroyed or occupied by the Communists during the fighting in China.



Freedom and Its Meaning

The July, 1948, issue of "The Montessori Magazine," an international journal on child education for teachers, parents, and social workers, contains an article by Dr. Maria Montessori, one by her son, Mario M. Montessori, and several describing the influence which she has had and still has on education in India, England, and other countries. The magazine is a quarterly and is published by the Association Montessori Internationale, Pilani, Jaipur State, India.

Below is an excerpt from Mario Montessori's article, "A Visit to Ceylon," written after he had witnessed the celebration of Ceylon's independence.

I OFTEN wonder at freedom and its meaning and on our way back from the celebrations, released from their spell, I wondered again what it meant.

Now they are free; but what would be the difference? Life will go on just the same for them. Farmers will till, bakers will bake, clerks will go to the office, priests will say mass, teachers will teach—all in the same way.

British rule in Ceylon and elsewhere was usually not harsh. Renouncing it, Ceylon perhaps gave up security—markets for its produce, financial aid, protection from aggression and from internal strife and possibly a revolution.

What have they secured?

From a certain point of view what would be more desirable than security, an easy life with some one stronger than you to defend you from others, knowledge that there is some one ready to feed you if you are hungry, to care for your health, to make you more comfortable. No worry, no responsibility, no need to bother about the future.

But no, somehow that guardianship, care, watchfulness seems to be unbearable to the human spirit. Sooner or later, some one less afraid or more sensitive than others raises a voice—a voice against the shackles that strangle the soul. The care is described as oppression, the watchfulness as spying, the guardianship as the rule of a tyrant. The voice is heard, the people awake and the state of blessedness is felt as a secret humiliation. Very soon the whole nation is clamouring for independence.

What matters if freedom means weakness, struggle, poverty, hard work?

"I may be a mite," the voice seems to say, "in comparison with a giant, a pauper in comparison with a nabob, a labourer instead of a prince: I may be all this, but I am I and I must be free to fend for myself."

Freedom is something intangible, spiritual, of greater value than material considerations. Better to be a starving beggar and free than to be

an opulent prince and a slave. It is one of the foremost necessities of human life. That is why people rejoice when it is achieved.

Ceylon, India and Burma have been fortunate; they acquired independence without blood. Other nations have not been so; they achieved a new status after strenuous fighting and bloody revolutions.

What Italian can forget the history of the "Risorgimento"? Many perished in the attempt, but what did it matter? When I was a child they used to sing of the glorious epoch. One of the songs still lingers in my mind: Without freedom life is not worth living. If one has to perish in the struggle let death be welcome, for life without freedom is life without soul.

Yes, it is beautiful to see a nation acquire its freedom. But who becomes free when that does happen?

Everyone? No, not every one. No freedom is worth more than name unless there is individual liberty to grow and develop according to one's potentialities, until the childhood of the nation is liberated. And if the children remain the outcasts, the forgotten citizens?

Absurd, you say. Who is better cared for than the children? Who is more loved and looked after, better fed? People watch over them day and night. Even when food is scarce, the child gets the biggest share.

They are certainly not forgotten; are they not the most fortunate of human beings?

Yes, but remember the nations who, although cared for, looked after and protected, yearned for independence.

The child has no freedom. His life is a life of slavery even if the tyrant be a loving and well-meaning relative. Its span is composed of two epochs: one, before going to school and the other, after.

The first period is spent in the fold of the family.

At birth it has no speech, movement, or conscious intelligence but within two years it has

● Maria Montessori, famous Italian educator, looks at a copy of "Goals for American Education" while her son, Mario (left), looks on. Mario Montessori is devoting his life to carrying on the work begun by his mother. Mr. and Mrs. Irvin R. Kuenzli (right) presented the book to the Montessoris when they were in India last year. The book was written by Lester A. Kirkendall, Irvin R. Kuenzli, and Floyd W. Reeves, for the AFT Commission on Educational Reconstruction.



full use of its limbs, understands everything you say and makes itself understood.

A miracle, but oh, how naughty! Mother tries to comb it and it rebels, crying that mama hurts it, no matter how gently the poor woman may perform the operation.

Soon after, however, one finds it standing in front of the mirror pulling at and tearing off its hair with a comb firmly grasped by the middle. Hurt? Perhaps; but one wouldn't say so, looking at him smiling beatifically at his reflection.

And dressing? Why, that is a daily drama. The child struggles, fights back and can be subdued only by main force, while it shrieks and cries and kicks. And yet it knows well that it must be dressed, and it likes nice clothes.

Tell it not to touch a certain thing and as soon as your back is turned, it is playing with the forbidden object.

It likes to go out for a walk, but in the street it tries to escape from your restraining hand and run into the dangers of the traffic.

What patience one needs with children! Ungrateful, selfish beings, unappreciative of the sacrifices one makes for them!

Yes, but look at the other side of the picture. Here is a child—a being who, born without movement, has to acquire every item of coordination to adapt itself to a strange world, to understand what is going on around it, and to organize its intelligence in relation to the activity and objects in its environment.

How can it acquire movement if it can't move? How can it achieve coordination if actions were to be performed *for* it rather than *by* it; if it is washed and combed and dressed by others?

Through activity the child organizes its intelligence and acquires muscular and nervous coordinations. Nature urges it almost irresistibly to activity, but how can it be active if some one else works in place of it even in the things concerning its own person?

In order to be active one needs something to be active with. If the child is to grow into a human being adapted to its environment, it must exercise activity with the things it handles—to some definite aim.

What is the child provided with at home for this purpose? Some toys to which it is for ever sent back. And yet it is a man in the process of construction. How inviting to it are the things it sees used with so much concentration and persistence by the grown-ups around it—things it must not touch! No wonder if it goes to them as soon as the tyrant's back is turned.

Activity for the child means life; independence of action is the only way it can acquire functioning. The child is not a finger or a limb; it is an individuality. For it, scope for movement is a question of growth or death. In order to grow in intelligence, in ability to perform actions, it needs freedom and means of activity. Mama may be good, so good that she feeds its body and washes and dresses it; but it is the child who is to grow, not its mama.

That is the reason of the child's ingratitude or rebellion. Freedom is more vital to it than to any grown-up; if the loving care of a dominating nation is irksome to a people, lack of freedom must appear deadly to a child who has to develop in body and spirit. The child is a rebel only because the adult is an unconscious, though

well-meaning, tyrant. If freedom is a necessity of grown-up life, it is absolutely vital to the growing spirit. Nature has instilled the child with an unquenchable love for it, but there is no one as much a slave as a child. That is the tragic reality.

When the time comes for going to school, the restricted freedom the child enjoyed at home is completely taken away. A being that needs movement and sensorial experience to grow mentally, who, at that epoch, needs freedom more than at any other time of his life, is imprisoned in a room where other children are packed with him. There he must be silent, still, attentive to a teacher who tells what he is to do, what he is to think, when he is to talk and even when he is to relieve his bodily needs. The exercise of its intelligence is limited almost entirely to efforts of memory. Back at home, there is more work to do under the watchful care of an adult that fears lest his child should lose the year. It studies until it is time to go to bed. Then sleep . . . and another day. Day after day, year after year, until he is no longer a child, such is his life: urged, scolded, punished, cajoled, pricked in his vanity—a prisoner, always a prisoner, condemned to forced labour for life!

If you ask them why they are doing this, they argue that they are preparing the child to take its place in democracy, to become a free and responsible citizen.

Alas, sometimes he will become free when freedom has lost its meaning for him: the soul of a slave, the spirit moulded in oppression, all zest and initiative strangled in absolute dependence.

German Translation of GOALS Issued

Goals for American Education, written by Kirkendall, Kuenzli, and Reeves for the AFT Commission on Educational Reconstruction, and several AFT pamphlets have been translated into German. American occupation authorities are using them in their attempt to democratize German education. Previously the book was translated into Japanese to serve a similar purpose.

These were my thoughts at Ceylon's independence. Yet I was glad to be alive, because I had seen a strong nation set free weaker ones—to develop and acquire the dignity and responsibilities of nationhood.

"Perhaps," I said to myself, "these people who have been freed so generously will be ready to understand the plight of childhood and will extend the freedom of the nation to their children."

But how to arouse the public opinion? A movement for the liberation of the child is necessary, since children cannot fight for it like adults. Some one must do it for them, but preaching will not suffice. Only if the children could show what they can do, once they are free and the means of physical and mental activity are given them! Only if one example could be shown to the fathers, mothers and authorities responsible for the social welfare of the children!



● KENTUCKY TEACHER IN LONDON ON EXCHANGE PLAN

KEYSTONE PHOTOS

Miss Nannie Foster, Kentuckian from Roosevelt High School, Gary, Indiana, and an AFT member, is now teaching at Amberley Road School in London, under an exchange plan arranged by British and American educators. Miss Foster is popular with her students, as these photographs indicate.

ABSENTEE MOTHERS

By JAMES MARSHALL

James Marshall, prominent lawyer, has been a member of the New York Board of Education since 1935. For many years he worked for the establishment of an International Office of Education. Because of his interest in education and in improved international relations, he was selected to serve as a member of the executive committee of the U.S. National Commission for UNESCO and as an adviser to the U.S. delegation to the UNESCO conference in Paris in 1946.

THE increasing number of working women with young children is a greater and growing threat to the foundation of our culture. These are the absentee mothers whose children are in danger of neglect and deprivation of love by the force of economic circumstances. In this social change there is an imposing threat to home life, to the security of children and to the balance and stability of the nation.

The Department of Labor reported last year that in almost one-fifth of all normal families in 1946, both husband and wife were working or looking for work. This represented an increase of two million over the number of such families in 1940. In addition to that, there were hundreds of thousands of women working who were themselves heads of families, and of the sixteen million women workers, a million and a quarter were mothers of children under six years old.

We talk frequently of protecting our way of life, our American heritage, our culture. This we generally describe in terms of economic practice or in terms of art and literature. Our economic system is undoubtedly an important part of our way of life but it has been over-emphasized. Our cultural heritage has been distorted by those who are inclined to regard culture as primarily an intellectual inheritance hallowed by the very fact of antiquity. It is not, however, in economics, literature, or the arts, but in the family, its organization, its inter-relationships, its strength that there is the foundation of our way of life, our American heritage, our western culture.

In the family picture, in every important civilization that we know the mother has been the center. Between a society and its young, the mother has been the principal channel of cultural habits in such essentials as food, clothing, and hygiene. What food and clothing are bought, or prepared, or made, or shopped for, the mother has in the main determined. She has also been the main channel of aesthetic tastes between society and its children. In large measure, too, she has been the channel for social and ethical judgments of young children. As Erich Fromm has

put it, in view of the child's "dependence on the care and love of the adult, it is not surprising that an approving or disapproving expression on the mother's face is sufficient to 'teach' the child the difference between good and bad."

The influence of the mother has been possible because, except rarely, she has not been expected to be the family provider.

We know a great deal more today than we used to about the way in which children are conditioned to life. We know from the studies of Dr. René Spitz and others how adversely new-born infants react to the absence of their mothers even when they receive the best physical care in a nursery. We know from Dr. Horsley Gantt's physiological experiments and the studies of the psychoanalysts how deep-seated can be the conditioning to automatic responses to stimuli, how this conditioning can persist even after the original stimulus no longer exists. Our heart action, our glandular secretions, our motor and sub-conscious reactions may continue to respond to conditions of insecurity long after the original cause of insecurity is no more.

Where children are conditioned by insecurity and we fail in their earliest years to condition them to a sense of security with those near to them—with those who normally should be dear to them—we do them irreparable damage. When, therefore, a mother of young children is an absentee mother, the security of the child and the most fundamental institution of our civilization, the family, are endangered.

Let us go one step further in this line of thinking. If a child feels secure in his early love relations, we know from experience of many psychological studies that he does not tend to take calamity as something personal to himself. Whereas we know, too, that if he is insecure in his early love relations, he tends to take calamity personally. Every threat, every aggression, every accident, he is inclined to receive as a personal affront, as a danger to his personal security, as an upset to his status or prestige, as a denial of something to which he is entitled.

It is from persons who, because of this basic insecurity, take upsets and calamities as personal to themselves, as dangers to themselves, that there arise in society your bigots, your delinquents, your *lumpen proletariat*, your Ku Kluxers, your Communists in western society, and other unstable personalities. The place to stop disloyalty, subversiveness, and un-Americanism, therefore, is in the home, not in Congressional committees, not by loyalty boards or F.B.I.'s. The place to prevent delinquency is not in school but in the family. By the time these agencies get to work society already has two strikes against it.

What makes children's need of security all the greater is that we face today conflicts and resulting anxieties more severe than we ever had before. These conflicts and anxieties arise out of both advantages and weaknesses in our American culture. First, there are the conflicts that derive from the problem of multiple choices which the complexity of our civilization has offered. There are choices of jobs, of different kinds of jobs using the same basic skills, choices of gadgets to make life easier, and entertainments to make it less tense if not merrier. If one is intellectual, one's interests have to be encyclopedic or globally glib to attain the prestige of sophistication. There are the choices to be made between a multiplicity of goods, the question "shall we buy a washing machine and a radio or a new car?" This is accentuated by the heartless pressure of advertising which cracks the whip over our people to compel acceptance of the newest or risk one's social status. And finally, there is for women the perennial conflict between work and household.

Secondly, there are the conflicts which come about because of the contradictions in some of our fundamental cultural patterns. There is the contradiction in grades of economic security, between great wealth on the one hand and, on the other, city and rural slums, at times so congested that people must sleep in shifts. For tension is created by inequality in any society in which the possessing group cannot dominate the possessionless as under the ancient empires, the medieval feudal system, or nineteenth century colonialism. There are, too, the contradictions between our enthusiastic and romantic acceptance of the freedom and equality guaranteed by our Bill of Rights and the treatment accorded to minorities, the conflict between self-express-

sion and individualism, whether rugged or tattered, and the utter impossibility for the individual to express himself effectively as an individual to bring about changes. We teach individualism but we find that only united action brings results.

Our society puts pressure on its children to attain success in terms of power, prestige, and wealth and yet at the same time to be idealistic, unselfish, generous, and honest. Its pressures also urge upon children that they stand up for their rights, that they be aggressive like a frontiersman, an F.B.I. man, or a comic strip character, but that in doing so they must be good sports, forgiving, and live by the Golden Rule. To apply the simile of Dr. Benjamin Spock, we expect to develop discipline from the outside like snapping on handcuffs and at the same time ask either independence or cooperation.

In addition to the conflicts of our society brought about by multiple choices and contradiction in cultural patterns, there are also the continual conflicts and anxieties caused by the fear of war scarcely ever out of our consciousness. The fear of attacks by gas, microbes, block busters, and atom bombs, fear of families being scattered and of boys being killed or maimed in battle, fear too of fifth columns, fear among intellectuals that if they express the old traditional American liberties, if they quote too often from Thomas Jefferson or Mr. Justice Holmes they will be suspect.

The result of these conflicts is to create tensions and anxieties in parents which are bound to reverberate in tensions and anxieties in the children, though of course they are by no means the same. Must we add to this burden the anxiety which comes to little children because they have absentee mothers?

In the face of all of these difficulties we expect parents to fulfill their cultural role instinctively. We give them little or no preparation or assistance. We assume that in this cultural setting they can fulfill their functions as readily as they did in a simple society where industry, education and entertainment all centered in the home.

When more than a million and a quarter women with small children are absentee mothers at work during the day or in the evenings, they must concentrate their love and care of their children in brief periods. In this intense society of ours, they must express their care and love in a setting of their own internal conflicts and the

inevitable anxiety of children whose main emotional support is in large part withdrawn. We know from the studies that Anna Freud made during the last war that children could endure with considerable equanimity bombs and evacuation as long as the family was intact. The great issue then is how to keep the family intact today.

If we have an enlarged draft and universal military training or if we only have increased industrial demands on defense industries and, therefore, a greatly increased need of manpower, we can be certain that there will be a call for more women in industry and this means more and more mothers in factories, offices, and shops. This in turn builds up more insecurity in the family.

Now what is to happen to these millions of little children, to the family structure, to the basic institution of our western civilization? Are child care centers the answer? They are probably clean, orderly, carefully inspected. They have cots and they provide pure, well balanced meals. Many social workers say that this is better than leaving the children in the care of a neighbor or an elderly relative or at loose ends.

Just as we Americans tend to confuse dollars with success, so we also tend at times to confuse cleanliness and order with well-being. As Dr. Spitz has shown, there is not only a slower rate and lower level of development among children of absentee mothers cared for in a well conducted institution than among children living at home in a poor, unimproved fishing village, but there may be a higher death rate among such "hospitalized" children. We do not any longer believe in orphan asylums when we can find foster homes, because experience has shown that good institutional life is a poor substitute for less adequate attention where it is personal.

In our defense of our American way of life, of our American heritage and homes, we must think beyond defense in terms of lethal weapons. To propose that we should prohibit the mothers of younger children from working and provide that they shall be adequately supported by the state would be unrealistic and impractical. We are not going to prevent mothers from working today, whether we like it or not.

We must, however, provide as part of our defense program in war or in peace, defense of the home. To do this we must help working mothers—and, where the father is the sole head of the family, working fathers—to understand

their fears and tensions and those of their children. We must help them to learn what they can expect of their children and what their children can rightly expect of them. The young children must come to feel a bond with their parents, not an abandonment by them in their nurseries or nursery schools.

I believe that we can do this if we do not make nurseries or neighbors dumping grounds for children, if we make it a national policy that the mother—or, in the situation I have referred to, the father—of young children is expected to spend some time in nurseries or nursery schools. This is good nursery school practice which needs social recognition in the form of law. We should require that they attend at such places a half day a week or a day every two weeks, to learn about child care, growth, habits, and needs by assisting the nurses and teachers. The wages lost in that way should be made a joint charge upon the employer and the government.

It is not a new thing to put such social burdens on employer and government. We do this in the case of social insurance. It is not new to require part time schooling of persons beyond the compulsory school age. It is not new to require compulsory schooling itself. Such a program will not be an economic loss. It will relieve to a substantial degree the anxiety of absentee mothers and correspondingly reduce absentee employees who have been wasteful to industry and government.

This defense of the home is just as important as any other form of national defense. It is cheaper, its results are surer, it is more constructive than any war.

A high government official recently said to me: "Three percent of our population have sufficient technical knowledge to destroy the human race and we have not got stability enough to handle this knowledge." However valid or fanciful the other fears may be, we are justified in feeling anxious when we face the instability of our society with its destructive potency.

* * *

In aggressive societies such as Mussolini's Italy and Stalin's Russia women have been awarded bonuses and medals for child bearing, a kiss on the cheek and bronze on the breast for each little soldier and war worker born. Why not make awards for successful child rearing? Instead of a prize for cannon fodder let us grant awards for family life.

The Attack on Workers' Education in Michigan

By JOHN D. CONNORS

John D. Connors, formerly an AFT vice-president, is the director of the Workers Education Bureau, the official educational agency of the American Federation of Labor and its affiliated unions.

THE Workers Educational Service program of University of Michigan, which most labor educators considered the best and most realistic workers' education program being conducted by a state university, has—we regret to announce—been abolished as such. As we understand them the facts are these:

On October 16, 1948, the Board of Regents of the University of Michigan issued a statement to the effect that "the program of adult education for workers would be continued." Later in the same statement, after reiterating its continuing interest in providing such educational service, it stated that the program of adult education service for workers would be continued as part of the extension service of the university.

On October 19, Arthur A. Elder, coordinator of the Workers Educational Service for the past four and a half years, was interviewed by Provost James A. Adams and Vice-President Marvin H. Niehuss of the University. He was informed that, due to the fact that his position was to be abolished and the Workers Educational Service was to be merged within the framework of the Extension Division, his services would no longer be required.

No reason was given for the elimination of Mr. Elder's position; no suggestion was made that his services had not been satisfactory; no criticism was leveled at the program which first began in the fall of 1944 and last year served 65,000 workers in a number of Michigan communities. No information was given as to the nature of the reorganized program, where it would be offered, who the teachers were to be, or what subject matter was to be taught.

So the outstanding program of the Workers Educational Service, which had won national recognition during the past four years, has been ended by the action of the Board of Regents, and the reason for this action apparently stems from the fact that a General Motors Corporation minor executive, one Adam Stricker, in April, 1948,

attended a class sponsored by the Workers Educational Service for a total of three hours.

General Motors Protests to Governor

Mr. Stricker lodged no complaint with the instructor at what he heard or what was discussed. As a matter of fact, he complimented the instructor on the manner in which the class had been conducted. Several weeks after the conclusion of the class, however, a complaint was lodged with Governor Sigler of Michigan that subversive teaching had been carried on in the class. The complaint, it developed later, was based solely on the fact that in a discussion on inflation, the instructor had passed out a union pamphlet in which derisive statements were made regarding C. E. Wilson, president of the General Motors Corporation. Mr. Wilson took this directly to the Governor. Governor Sigler, in spite of the fact that under the constitution he has no connection with the University of Michigan whatever, announced that the State Police would immediately investigate the subversive teaching going on at the University of Michigan and summoned the members of the Board of Regents to meet him in Lansing.

Naturally, the Governor found nothing, for the records of the Workers Educational Service were an open book. For three years it had submitted monthly reports of its activities both to the University and to the State Department of Public Instruction. During the fourth year it had submitted regular reports to the University authorities. Its staff was made up of six full-time people and approximately forty-two part-time lecturers and instructors. Twenty-four of the latter were University instructors or certified university-trained teachers. Eleven of them were professionals—doctors, lawyers or representatives of government agencies. The remaining seven were connected with unions, with experience in a particular phase of union organizational work that enabled them to render service to the Workers Educational program.

Testimony Before Washington Sub-Committee

Not content with violating all administrative procedure by totally ignoring responsible university representatives who might be expected to take care of routine complaints, the General Motors representative next appeared in Washington at a special hearing requested before the House Sub-Committee on Education to consider the Labor Extension Bill.

The sum and substance of Mr. Stricker's testimony was that a pamphlet had been distributed at a class in Economics which made critical references to Mr. C. E. Wilson. From this, with the assistance and prompting of several members on the sub-committee, Mr. Stricker arrived at the conclusion that since the Workers Educational Service was referred to in favorable terms by union members in many parts of the country, and since in his opinion the Workers Educational Service was subversive, the proposed Extension Bill to promote similar services in various universities must certainly have been sponsored by subversive elements in the labor movement.

Mr. Stricker returned to Detroit following a day or two of newspaper attention. Later in the week, however, it developed that no other members of the class concerning which Mr. Stricker complained agreed with him. As a matter of fact, they were unanimous in their insistence that the discussion of the President's Economic Report which formed the basis of the course was objective, well presented, and not at all subversive, as Mr. Stricker had charged. Two personnel men connected with the Michigan Bell Telephone Company who attended the class stated that they were pleased to find union representatives with whom they had to deal also in attendance at the class.

Thereafter the publicity subsided, everyone assuming that Mr. Stricker and his supporters in the General Motors Corporation were satisfied with their accomplishment in having smeared the Michigan program and in having registered opposition to passage of the Extension Bill in Congress.

General Motors Campaign Intensified

It soon became apparent, however, that the General Motors campaign had only begun. On July 1, under order of the Regents, the Workers Educational Service suspended all new activities,

confining itself only to carrying on activities that had been contracted for prior to June 30. This suspension occurred before, not after, the investigation which the Board of Regents announced was to be conducted.

Increasing concern was soon expressed at reports that G.M. was bringing pressure on the Regents to discontinue or modify the W.E.S. program. This was coupled with the growing concern of representatives of labor groups at their inability to secure definite assurance from the Workers Educational Service that it would be able to take care of their requests for classes and other educational activities. The development of counter-pressure on the Regents and administrative officers by friends of the program was the natural expression of such concern.

University President's Recommendation Disregarded

It was expected that the Regents at their September meeting would definitely announce just what the future of the program was to be. They deferred action until their October meeting, and with the issuance of the statement referred to earlier in this article the friends of the program assumed that it was to be continued. They had every reason to assume this, because Dr. Alexander G. Ruthven, President of the University, from the moment that the smear attack of the General Motors Corporation was made known to him, had consistently supported the program and expressed publicly his conviction that it should be continued. The later announcement that Mr. Elder's services were to be discontinued, and that the program developed over the years was to be merged in the general extension services, clearly indicated that the Regents had disregarded President Ruthven's recommendations. Their action constituted a clear acknowledgment that, disregarding sound educational and administrative procedures, they had yielded to pressure from Governor Sigler and the General Motors Corporation.

Since the October 16 meeting of the Board of Regents, representatives of labor organizations have held several conferences with University representatives in an effort to learn just what the projected "program of adult education for workers" was to be. At these conferences university representatives were so vague that it was quite evident that little thought had been

given to the content, scope, or manner of administration of the proposed program. The result was that no program satisfactory to the labor people was offered.

Early in January, the W.E.S. Advisory Committee met with University representatives in an effort to assist in working out a mutually satisfactory program. This committee, made up of Robert Scott, Secretary-Treasurer of the Michigan Federation of Labor, Barney Hopkins, Executive Secretary of the State C.I.O., two representatives of the public, and two university representatives appointed by Dr. Ruthven in 1944, had concerned itself actively with the development of the program since its inception, although it was not consulted at any time before or after the arbitrary suspension of the W.E.S. program by the Regents prior to the January meeting.

During the course of two subsequent meetings held by the Advisory Committee, a statement was drawn up and submitted to the University recommending a continuance of the program as it had been carried on under the direction of Arthur A. Elder. No publicity was given to these recommendations but widespread publicity was given to the announcement of classes for workers issued by Dr. Ruthven several days later. Since union representatives had neither requested nor

been consulted regarding these classes, it was not surprising that a total of three newspaper reporters and one student showed up for the first five classes scheduled. Representatives of labor organizations and members of the Advisory Committee considered the offering of such classes while negotiations were in progress a breach of faith by the University.

Dr. Ruthven announced the discontinuance of the classes on February 6. With that announcement, it may be assumed that the efforts of the University to foist a synthetic class program on workers as a substitute for the successful service program carried on during the preceding four years is ended. Workers and their union representatives in Michigan are now concerned with the re-establishment of services similar to those provided through the W.E.S. They are requesting the good offices of Governor Williams and Superintendent of Public Instruction Dr. Lee Thurston, in providing such services. A number of state-wide organizations are also joining in sponsoring an investigation of the Workers Educational Service by a group of nationally known educators. They believe that the public should be fully informed of the facts and the issues involved in what is generally regarded as a most flagrant example of the exercise of corporate pressure in determining university policy.



● HELPING TO ERADICATE ILLITERACY IN NIGERIA

In Udi village, Nigeria, a mass education campaign has been in progress since 1943. This experiment, which has resulted in better living conditions, as illustrated by the consumers' cooperative shop in the background, is expected to be used as a model for similar campaigns in other parts of Africa. Here the children sit in an outdoor class, using a piece of wood blackened with charcoal as a blackboard.

The Human Relations Front

By LAYLE LANE, Chairman of the Committee on Democratic Human Relations

"We owe to the Indians of the United States so great a debt in a multitude of matters . . . that self-respect and self-interest, if no other factors, will continue to persuade us to give generously of ourselves to secure the Indians among us as respected shareholders of our democracy."—Dr. Haven Emerson.

CREDITS

The Judah L. Magnes Foundation has opened a campaign for \$250,000 to promote the educational and humanitarian ideals of the late Dr. Magnes, former president of Hebrew University in Jerusalem. "The foundation has for its objectives the promotion of good will and cooperation between peoples of various races, creeds, cultures, and political views."

* * *

The Race Relations Department of the American Missionary Association has published a pamphlet, "If Your Next Neighbors Are Negroes." It refutes with facts current cliches that Negro occupancy depreciates property values; that Negroes do not take care of property; that Negroes are not good credit risks.

* * *

The Constituent Assembly of India included a clause in its new constitution outlawing "untouchability." The millions of "untouchables" may now enjoy the privilege of citizenship and public facilities formerly denied them.

* * *

William L. Dawson, Congressman from Illinois, is the first Negro chairman of a Congressional committee. He heads the House Committee on Expenditures in the Executive Department.

* * *

Judge Albert Bryan, of the U.S. District Court at Alexandria, Va., upheld an order of the Civil Aeronautics Administration banning racial segregation at the Washington airport. The judge held that the CAA had full authority to issue such a regulation.

* * *

Secretary Krug, of the Interior Department, appointed a lay advisory committee on Indian affairs. This committee, consisting of the leaders of the organizations that have worked to promote Indian welfare, will consult and advise the Bureau of Indian Affairs regarding administrative policies.

* * *

The Fair Employment Division of the Wisconsin State Industrial Commission published results of its recent survey of jobs available to Negroes. It found that Negroes were being upgraded in Milwaukee industries and also given more opportunities for employment. Two large retail stores were hiring Negro girls, though not in sales positions. Public utilities, social agencies, and various departments of city, state, and county government were giving white collar jobs and a few supervisory positions.

DEBITS

Through the United Negro College Fund, 32 Negro colleges were able to raise less than \$1,500,000 for the entire 32 in 1948. This amount is hardly sufficient to provide for the maintenance of one college.

* * *

Mr. G. Tyler Miller, Superintendent of Public Instruction in Virginia, reported that more than 1,000 school buildings in Virginia are unfit for housing pupils. The state needs \$396,014,204 in the next ten years for buildings. One county, King George, showed the following inequalities:

	White	Negro
Students	797	454
Value of buildings	\$102,173	\$24,000
Value of furniture and equipment	\$ 13,500	\$ 4,000

The 230 Negro children of Fairfax County have no high school at all, while there are four high schools for white students.

* * *

Mr. Masaoka, of the Japanese-American Citizens League, reported to the California Federation for Civic Unity the many discriminations which still face the Japanese: restrictions in bowling tournaments, swimming pools, welfare benefits, professions, employment, and some forms of insurance.

* * *

Mr. E. J. Gonzales, registrar of the Mobile County Board, testified in Federal Court that Negro and white persons are treated differently when they apply to register for voting. He said that tests on the U.S. constitution were given to most Negroes, but he had never seen any test of white applicants. Attorneys for the Board of Registrars asked the court to exclude Mr. Gonzales as a defendant "because he would not agree with the others in their defense."

* * *

The Workers Defense League has organized a committee of distinguished citizens to investigate forced labor in the Union of South Africa, Russia, and any other area. Two requests to the UN to conduct the inquiry were ignored, and the hearings which the league plans to hold are intended to stimulate public opinion for UN action.

BOOKS AND TEACHING AIDS

Practical Information on How to Make Linoleum Cuts

MAKING LINOLEUM CUTS by Samuel Greenburg.
Stephen Daye Press, 105 E. 24th Street, New York
10, N.Y. \$4.00.

Here, indeed, is your money's worth of illustrations. Over fifty photographs and block prints by the author are supplemented by numerous prints by old masters, modern experts, and high school students. As the writer describes his goals, they were to produce a book "to serve as a handbook of practical and pertinent information for the student, teacher and amateur and for anyone interested in learning about an important graphic process Photographs have been used here extensively to take the place of many words. Some new, but tried, practical hints have been introduced. Pictorial design, or organization, has been given emphasis to aid the newcomer in approaching art more understandingly, either as a producer or consumer."

Having had some experience myself with art classes making linoleum block prints, I can attest the usefulness of the book. The actual processes of cutting and printing are explained in detail. In the section on designing the block print the author explains and illustrates the stimulating possibilities of black and white compositions, achieved by the simplest devices.

For use in parts of the country where museum collections are not available, the very short history of block printing, including well-known present-day examples, is very valuable. The selection of prints is comprehensive and choice.

ETHEL PARKER, *Local 1, Chicago*

The Anatomy, Physiology And Evolution of Trade Unions

LABOR UNIONS IN ACTION by Jack Barbash. *Harper & Brothers*, New York 16, New York. 1948. 270 p. \$3.50.

This book can be subtitled: The anatomy, physiology and evolution of trade unions. It is a rapidly moving description of the structure and operation of unions, the varied methods and tactics of collective bargaining, and the relation of labor organization to government and society. The economic, social, cultural, and psychological factors as they affect union leadership and membership are illuminatingly presented. The dynamic and fluid nature of organized labor in America is impressively demonstrated by hundreds of examples and illustrations that Mr. Barbash is able to draw from his rich experience as labor economist, labor educator, union consultant, and active trade unionist.

Although warmly appreciative of labor's constructive role in modern society and the complexity of worker-management problems, Mr. Barbash frankly records some of the negative aspects of union administration and practices.

The chapter, "Communist Unionism," is timely, informative, and sobering. The techniques employed by Communists to capture control of unions are outlined. The unprincipled use of unions to promote the "party line" is historically developed and convincingly documented.

"The meaningful fact about the Communist line that should emerge from this recital is not the agenda of what it stands for at any particular time, but the *shifting* nature of the Communist party line. Thus, there are many people who are not Communists—who may, in fact, be anti-Communists—who will at a particular time believe many of the things the Communists profess to believe. But the Communist is distinguishable from the non-Communist by the faithfulness with which he holds to the line, no matter how it changes and no matter how the current line is at odds with the line that immediately preceded it."

This is a basic book about unions for the veteran unionist and the uninformed or misinformed non-unionist who wants to understand union policies and practices.

MEYER HALUSHKA, *Local 1, Chicago*

After High School—College Or a Job?

SHOULD YOU GO TO COLLEGE? by W. Lloyd Warner and Robert J. Havighurst. *Science Research Associates*, 228 South Wabash Avenue, Chicago 4, Illinois. 1948. 75 cents.

Usually it is the economic and social status of a student's family, not his ability, that decides whether he will go to college. This is the conclusion reached by W. Lloyd Warner, Professor of Sociology, and Robert J. Havighurst, Professor of Education, both of the University of Chicago, in an exceptionally frank publication released last spring.

The authors point out also that college is not for everyone. They maintain that the disadvantages outweigh the advantages for the majority of youth. A cold plunge into the working world may be the best thing for many students. Education, of course, can be continued in many ways other than college.

Should You Go to College? offers the realistic kind of advice needed by students trying to answer this question. Too often the decision is based on what a friend does or how the old team made out last year.

Do Very Young Children Have Prejudices?

Are children in kindergarten and first grade usually unaware of group differences? Do they come to school with a friendly, unprejudiced attitude toward all people? Are they much affected by conflicts at home, by conflicts among nations and among religious, racial, and nationality groups?

Data gathered by teachers of kindergarten and first-grade children in Philadelphia indicate that: (1) very young children hold fixed notions about other groups, generalize, and think in stereotypes; (2) children begin very early to adopt their parents' philosophy and general outlook on life, their parents' beliefs and behavior; (3) before they enter school, children often know how it feels to be rejected because of group membership, and have learned also to reject; (4) children's feelings of aggression and insecurity are often caused by conflicts at home or conflicts among groups.

In a reprint of an article written by Helen G. Trager and Marian Radke and published in *Educational Leadership*, the Bureau for Intercultural Education has made available some illuminating accounts of conversations and actions of children taken from classroom anecdotal records. These accounts help to answer the question of how much and how early children feel the conflicts which exist in American society today.

The article is the first one to come from the studies of the Philadelphia Early Childhood Project, which is being conducted through the cooperation of the Philadelphia public schools, the Bureau for Intercultural Education, the Research Center for Group Dynamics of the Massachusetts Institute of Technology, and the Philadelphia Fellowship Commission.

Copies of the 8-page reprint, entitled "Early Childhood Aims Its Views," may be obtained for eight cents each from the Bureau for Intercultural Education, 157 W. Thirteenth St., New York 11, N.Y.

A Toynbee Lecture Reprinted By the Society of Friends

CHRISTIANITY AND CIVILIZATION, by Arnold J. Toynbee. *Pendle Hill*, Wallingford, Pa. 1947. 25 cents.

This lecture, delivered by Toynbee at Oxford in 1940, has been reprinted, because of its religious interest, by the Society of Friends. Here, as in most of Toynbee's more profound historical studies, his thesis is that though the material or external expressions of civilizations are subject to rise and decline, the opportunities for man's spiritual growth and development continue to advance and, indeed, are even furthered by periods of breakdown and disturbance in external equanimity. Delivered to the English people in 1940, harassed as they were by the scourge and discouragements of war, the message of the lecture—repeated in his 1947 Introduction to the pamphlet—that "in the last resort, nations like individuals can only be saved by themselves," must have stirred and inspired them for their necessary sacrifices.

DOROTHY WEIL, *Local 1, Chicago*

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Equalizing Opportunities For Higher Education

EQUALIZING EDUCATIONAL OPPORTUNITIES
BEYOND THE SECONDARY SCHOOL, by Ordway Tead. *Harvard University Press*. 1947.

To honor the memory of Alexander Inglis, whom secondary teachers of English will remember principally for vocabulary test fame, a lectureship in secondary education has been endowed at Harvard. The explicit title of this 1947 lecture, delivered by Ordway Tead, who is chairman of the Board of Higher Education in New York City, while it indicates preoccupation with problems other than those of the secondary level, recognizes that the equalizing must begin there and must be primarily a matter of federal grants made on the basis of need and of the enforcement of minimum standards.

Particularly necessary, in my opinion, is the implementation of his recommendation for improvement in the training of junior college teachers; and I would caution that in this training there be far more general attention, throughout various course media, to practice in clear thinking and adequate expression.

Everything Mr. Tead proposes has been a matter of AFT principle and understanding for a long time, but he says it all well, and it cannot be said too often.

DOROTHY WEIL, *Local 1, Chicago*

What You Need to Know About the Law

THE LAW AND YOU, by Max Radin. *New American Library of World Literature, Inc.*, 245 Fifth Ave., New York 16, N. Y. 1948. 192p. Paper, 35c.

Have you ever read a book on law and found it interesting? If not, there is something new in store for you in this Pelican Mentor original. Unless you are a student of law, you have probably been puzzled by legal allusions in your reading. You will be amazed at how many of the commonest ones this little book will clear up for you—and so painlessly! It may even save you a lawyer's bill sometime. The chapter dealing with labor law and the one on the Constitution are particularly good.

Dr. Radin, the author, recently retired from a law professorship at Columbia University.

Audio-Visual Material

● **FILM CORRELATION.** Encyclopaedia Britannica Films, Inc. has just published a 270-page work correlating 300 widely-used American textbooks with the company's films. The correlation, prepared in cooperation with 20 publishers of texts, is divided into three sections:

1. Primary Readers
2. Biology, Chemistry, General Science, Health, and Physics
3. History, Geography, and Problems of American Democracy

The pages of the correlation are punched for insertion in a three-ring binder so that it may be kept up to date as new films are issued. It is available at \$2.50 from Encyclopaedia Britannica Films, Inc., Wilmette, Ill.

● **SCIENCE FILMSTRIPS** are available from Young America Films, Inc., 18 East 41st St., New York 17, N.Y. *The Elementary Science Series* includes filmstrips on magnets, day and night, electricity, and rain based on YAF elementary science motion pictures. Single strips cost \$3.50; the set of four, \$10. Other filmstrips, suitable for high schools, include one on the steam turbine, and one on the steam engine. Further information can be had from the company.

● **CRAFTSMANSHIP IN CLAY: SIMPLE SLAB METHODS** produced by the Audio-Visual Center, Indiana University, Bloomington, Ind. Sound 16mm motion picture in color; 10 min. running time. 1948. Purchase price \$75. Purchases should be made from the Audio-Visual Center or from the Educational Film Library Association, Inc., Suite 1000, 1600 Broadway, New York 19, N. Y. For rental information write to the Audio-Visual Center.

The film shows the process of making three simple clay pieces. Suitable for use by high school and college crafts classes and adult groups.

Art Miniatures

The New York Metropolitan Museum of Art has taken steps to make available to the public a series of miniature reproductions (2" x 2 1/4") in full color of many of its art treasures.

One set of 24 reproductions is now available and five more are planned. A 16-page album, provided with each set, contains a statement of the historical background and artistic significance of each picture, with a space left above each statement for pasting the reproduction. A portfolio is furnished to hold the six albums.

The first set of 24 reproductions includes Rembrandt's *Self-Portrait*, Holbein's *Edward VI*, Houdon's statue of *Benjamin Franklin*, Vermeer's *Young Woman with a Jug*, Renoir's *By the Seashore*, and Stuart's *George Washington*.

The reproductions with their descriptions should be especially useful as a sort of introduction to the museum's most cherished treasures, for persons who plan to visit it.

The price is \$1 per set, with discounts to educational institutions for quantity orders—10% for 25 to 100, 25% for 100 or more. The sets are being distributed through the Book-of-the-Month Club, Inc., 385 Madison Ave., New York 17, N. Y.

Pamphlets . . .

● **TWENTY QUESTIONS ON THE HEALTH OF THE UNITED STATES AND THE NEED FOR NATIONAL HEALTH INSURANCE.** Committee for the Nation's Health, Inc., 602 Pennsylvania Ave., S.E., Washington 3, D.C., and 1790 Broadway, New York 19, N.Y. Mimeographed. 11 p. Free to teachers in lots of 100 or less.

One of the really important domestic questions today is that of national health insurance. The AFT and the AFL have gone on record in favor of it; the American Medical Association is raising a tremendous fund to fight it; Congress is called upon to do something about it. You will be called on to defend your position on the question. You will need to know the facts. *Twenty Questions . . .* not only poses the questions but answers them with facts and figures. In addition, it gives a list of 26 sources in which you will find more information.

The Committee for the Nation's Health, Inc., is made up of public spirited citizens favoring the passage of national health insurance legislation. Included on the roster of its officers are the names of AFL President William Green and Matthew Woll.

● **TELLING AMERICA'S STORY ABROAD, THE STATE DEPARTMENT'S INFORMATION AND EDUCATIONAL EXCHANGE PROGRAM.** Office of Public Affairs, Dept. of State, 1948. 18 p. Anyone who wants to know what the State Department is doing to present a picture of the American people, their ideals, and their way of life to people abroad will find this pamphlet invaluable.

● **SELECTED PUBLICATIONS AND MATERIALS RELATING TO AMERICAN FOREIGN POLICY.** Publication 3304. Division of Publications, Office of Public Affairs, Dept. of State. 1948. 28 p. A bibliography of recently published material which can be had free or very inexpensively.

● **EDUCATION OF MENTALLY HANDICAPPED CHILDREN—SELECTED ANNOTATED BIBLIOGRAPHY** by Samuel A. Kirk and Robert L. Erdman. Bureau of Research and Service, College of Education, University of Illinois, Urbana, Ill. 47 p.

CORRECTION

National Capitol Publishers, P. O. Box 7706, Washington 4, D. C., publishers of *Congress in Action*, written by George H. E. Smith and Floyd M. Riddick and reviewed in our February issue, have informed us that the price of the booklet is not 50 cents, as quoted in our review, but 75 cents for single copies, 60 cents for 2 to 15 copies, and 50 cents for 16 or more copies. On 2 or more copies add 2 cents per copy for postage.

NEWS FROM THE LOCALS

Cleveland Local Makes Progress in Improving Teachers' Working Conditions

279 CLEVELAND, O.—While the administrative code of the Cleveland school board was in process of revision recently, Local 279 took a definite stand on several subjects which were under discussion. The success of the local's work was outstanding.

Its representatives successfully opposed change in the granting of increments to all teachers upon completion of a year's service and, after they pointed out the inherent danger involved in placing increments upon a merit basis, a suggestion for a salary-rating tie-up was withdrawn. The local also succeeded in having eliminated a clause permitting assignments of forty 45-minute periods per week of regular class instruction to teachers of laboratory and shop subjects.

Provisions finally embodied in the code include:

Free Time for Lunch

"Each teacher . . . shall have not less than forty minutes free uninterrupted time daily for lunch." (Effective Sept. 1949.)

Political Rights

"No employee of the Board of Education shall take part in partisan political activity during school

hours." (The gain to teachers is obvious when this new rule is set in juxtaposition to the old: "No employee of the Board of Education shall take part in politics other than to vote as he pleases to express fully his political opinions and to be a candidate for a member of the Ohio General Assembly or the Congress of the United States.")

Married Teachers

"In itself the marital relation of a teacher of either sex shall not be treated as a bar to regular appointment."

Teaching Load

"The schedules for junior and senior high school teachers are based on the assumption of a normal assignment of thirty 45-minute periods per week of regular instruction, or the equivalent of such normal assignment. In cases of classes in which the length of the class period is 180 minutes, the assignment may equal an average of thirty-five 45-minute periods per week. In addition to regular teaching, each teacher is subject to assignment by the principal to responsibility for an equitable portion of the miscellaneous services and activities of the school. Teachers so

desiring may be assigned a less amount of work upon written approval of the assistant superintendent in charge, and such teachers shall be paid pro-rata." (Effective Sept. 1949.)

Annual Increments

"The re-appointment by the superintendent, with the approval of the board, of anyone serving under any schedule, shall carry with it the annual increase in salary designated by the schedule until the maximum is reached, provided that the final increase up to this maximum shall be only the amount required to bring the salary up to such maximum, and provided further that the re-appointment of one who has served in the Cleveland schools for less than one full semester at the time of re-appointment shall carry an increase only on the recommendation of the superintendent, approved by the board."

Disbursement of Funds

The code provides that funds raised in the schools shall be disbursed by the principal with the advice and consent of a committee of teachers.

University Local Hears Story Of Salzburg Seminar

223 MADISON, WIS.—Three men who participated in the 1948 Salzburg Seminar in American Studies addressed an open meeting of the University of Wisconsin local on the subject of the seminar. William G. Rice, member of the local and professor of law at the university, gave the principal address. Edwin Young, instructor in economics, and Clinio Duetti, graduate assistant in European languages, added their observations.

The seminar originated in 1947 as a project of the Student Council at Harvard University, with Clemens Heller as executive secretary. One hundred students selected from various European countries attended in 1948. The faculty is all American with ten professors and an auxiliary staff of twenty.

The seminar, which lasted six weeks, was held at Leopold Krom, a castle on the edge of the Bavarian Alps in Austria. The ways of American culture were discussed. So successful have been the sessions that the seminar has won reputation as an international instrument for the promotion of a better understanding of the American way of life.

Butte Member Named To State Position

332 BUTTE, MONT.—Genevieve Squires, member of Local 332, has been appointed chief deputy to Mary M. Condon, Montana's new superintendent of public instruction.

Salary Increases Won In Kenosha

557 KENOSHA, WIS.—City employees, including teachers, received an additional cost-of-living adjustment of eight dollars a month as of January 1.

The salary increase was the result of the work of the Council of Municipal Employees, which is made up of representatives from the teachers' union, public service employees, and city hall employees. Since the council had been successful in getting a ten-dollar-a-month increase as of last August 1, the new increase represents a total of \$18 since the council started work in July of last year.

Representatives negotiating the salary adjustment for the Council of Municipal Employees were L. V. Haflich of the teachers' union and Sgt. Eugene Zicarelli of the Policemen's Protective Association.

Syracuse Local Helps to Eliminate Some Salary Inequalities

905 SYRACUSE, N.Y.—The Syracuse local is working to remove inequalities in salaries which have long caused dissatisfaction among the city's teachers.

Recently, one of the sources of dissatisfaction, a \$300 differential between the salaries of junior high school teachers without a college degree and those with one, was partially eliminated by reducing the differential to \$175.

Another adjustment granted during the current school year had to do with what the local believed to be an erroneous assignment of a group of teachers on the salary schedule. Dorothea Moore, publicity chairman of the local, tells the story this way:

"When the arbitration committee from the [local] called the error to the attention of the Board of Education, they conceded that the committee was correct and these teachers were assigned to the proper steps in September 1948. This adjustment to higher steps on the salary schedule meant that these teachers were then eligible for one of the much discussed 'promotional increments' inaugurated by the Dewey administration in Albany. The terms of the law provide that only ten per cent of the teachers qualified by experience had to be given this additional increment.

However, since the Syracuse Board of Education had not appointed a [rating] committee or established the standards for selecting the recipients of these "promotional increments" as required by the New York law, it was found expedient to promote the entire group. This meant increases ranging from \$310 to \$410 for this group of teachers."

Miss Moore points out that at the present time Syracuse ranks tenth among the eleven largest cities of New York in the salaries paid to teachers and adds, "... our so called 'single salary schedule' applies only to a few beginning teachers." She goes on to say:

"The long range objective of our local is the election of a non-partisan Board of Education, made up of public spirited citizens from labor, the professions, industry, business, parent groups, and service organizations. The present seven-member board is made up entirely of members of one political party who are either business or professional men or their wives. The Syracuse Federation of Teachers believes that a more representative group of the citizens of the community would be more cognizant of the wishes of Syracuse parents and more deeply concerned with the welfare of our public schools."

School Board Members Encourage Organization of Local in Kentucky

1031 CASEY COUNTY, KY.—It has often happened that teachers organize AFT locals with the active support of labor groups who believe that such organizations will help in raising educational standards in the community. Sometimes superintendents promote locals since they know from the experience of other superintendents that teacher morale is improved when problems are solved by negotiations with representatives of a close-knit teachers' group. But something new is spreading—active encouragement of unionization of teachers by school board members.

The recently organized AFT local in Casey County was actively promoted by school board members. At the organization meeting of the teachers, Rufus A. Brown, president of the school board, opened the meeting and urged the teachers to join the AFT. He argued that the problems

which harass the teachers could be solved only through an organization "which represents the teachers, not the administration." Another board member gave encouragement by his presence. After discussion, a motion to organize a local was carried almost unanimously with only one teacher casting a dissenting vote.

Omaha Has New Administrative Code

695 OMAHA, NEB.—The Omaha local reports that the teachers of the city now have copies of the newly printed *Rules and Regulations* which cover administrative and organizational relations within the schools, rules and regulations governing pupils, buildings and property, and other subjects. This publication is the first complete statement on the subjects since 1923—26 years ago.

Outside-Experience Credit Studied

672 LOUISVILLE, KY.—Under the chairmanship of Robert S. Lawery, the research committee of the Louisville local continues to ferret out information useful to locals other than their own. The list below shows what was found out recently about credit allowed for the "outside experience" of teachers in 36 cities during the school year 1947-48.

City	Maximum Years Credited
Jacksonville, Fla.....	No limit
Oakland, Cal.....	12
New Haven, Conn.....	10
Fort Worth, Tex.....	10
Des Moines, Ia.....	9
St. Paul, Minn.....	8
Dallas, Tex.....	7
Dayton, O.....	7
Houston, Tex.....	7
Portland, Ore.....	7
Baltimore, Md.....	6
New Orleans, La.....	6
Toledo, O.....	6
San Diego, Cal.....	6
Richmond, Va.....	6
Amarillo, Tex.....	6
New York, N.Y.....	5
Cleveland, O.....	5
Washington, D.C.....	5
Milwaukee, Wis.....	5
Minneapolis, Minn.....	5
Cincinnati, O.....	5
Kansas City, Mo.....	5
Seattle, Wash.....	5
Denver, Col.....	5
Columbus, O.....	5
San Antonio, Tex.....	5
Akron, O.....	5
Youngstown, O.....	5
Wichita, Kas.....	5
Louisville, Ky.....	4
Syracuse, N.Y.....	4
Oklahoma City, Okla.....	4
Long Beach, Cal.....	4
Omaha, Neb.....	3
Los Angeles, Cal.....	3

Seattle Local Entertains Labor Leaders

200 SEATTLE, WASH.—Thirty business representatives of AFL unions were entertained at lunch recently by the Seattle local. Speakers included Julius Hoverson, one of the local's building representatives, Principal Otto L. Luther, Tillman K. Garrison, assistant to the president of the Washington State Federation of Labor, and Charles W. Doyle, Secretary of the Central Labor Council of Seattle. The luncheon meeting was the result of efforts by Mary Hagist of the Seattle local.

Message from England to Toledo Local Points to Common Aims of Teachers

250 TOLEDO, O.—Adrienne Curtis, recording secretary of the Toledo local, is the recipient of a letter from Eric V. Webb, secretary of the National Union of Teachers group at Knaresborough, Yorkshire, England. In it Mr. Webb sends fraternal greeting to the Toledo local and comments on George Hammer-smith, former Toledo local president and now an exchange teacher at Knaresborough, where he has been made an honorary member of the NUT:

"I feel that we must not allow this occasion to pass without saying a word or two about Mr. Hammer-smith. He has impressed us as a man of very distinct ability and of excellent character. At our last Associ-

ation Meeting he delivered a very lucid address on certain aspects of American education. From his talk it was very evident that the aims and aspirations of teachers in the U.S.A. and in Britain are very similar. Our problems are alike and there is undoubted similarity in the methods we employ in our attempts to effect a solution. Moreover we feel that the teachers of both countries have an enormous responsibility in the part they play in the formation of future citizens in democratic principles so that in our countries at least we will obtain that right mindedness which alone can give the world lasting peace and the individual, true freedom of thought and expression."

Milwaukee Teachers Win Increase After Long Effort by Local

252 MILWAUKEE, WIS.—After a long period of hard work by Local 252, the city's teachers now receive better salaries. The new figures represent a boost in average pay of about \$358. Annual automatic increments were fixed at \$150. Although the total school budget was increased, the tax rate actually dropped six-tenths of a mill. This is accounted for by the increase in assessed valuation.

The city's basic schedule is low in itself but to its figures a cost-of-living adjustment of \$1206.96 was added for 1949. Salaries now range from \$2806.96 to \$4456.96 for teachers with a bachelor's degree and from

\$2906.96 to \$4706.96 for those with a master's degree. Teachers who have earned 18 approved credits subsequent to obtaining a master's degree are advanced one increment after reaching the maximum for that degree. This makes their maximum salary \$4856.96.

Worcester Organizes With Labor Support

1029 WORCESTER, MASS.—A large new local has been organized in Worcester. Presentation of its charter was made by Edward Melucci, AFT vice-president. Leon O. Dolbeck is the temporary chairman and will serve until permanent officers are elected.

The *Labor News* of Worcester reports that the teachers had long been "urged to avail themselves of the support which a legitimate trade union would command from the organized labor movement of this city. . . ."

AFT Member Named Governor's Secretary

231 DETROIT, MICH.—Clinton Fair, member of Local 231, has been named as legislative secretary to G. Mennen Williams, governor of Michigan.

Mr. Fair has had years of political and legislative experience. He has been the legislative representative of the Michigan State Federation of Teachers and last year was the executive director of Labor's League for Political Education in the state. He taught for 12 years in the public schools of Michigan.

Local Organizes Student Teachers

2 NEW YORK, N.Y.—Under the leadership of Charles Emil, chairman of the Student-Teacher Committee, Local 2 has entered on a broad project of building up membership among student teachers.

Student teachers will have all privileges of union membership other than that of voting. The new members will be privileged to attend all union functions and meetings and will receive all literature. Membership fees will be nominal.

The local plans to give orientation aid to the new members and also to advise them in preparing for examinations they will have to take before they can become teachers in the city school system.

Chapters of student-teacher members are now being organized in the various colleges in the city.

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Active AFT Member Retires, But Plans to Continue AFT Work

865 MOUNT VERNON, N. Y.—Miss Eleanor Cowlin, who retired from active teaching February 1, was honored by more than 100 teachers and other friends at a dinner-reception given by the Mount Vernon local.

Miss Cowlin has taught for 25 years in the city schools. Fellow teachers and administrators paid tribute to her as an educator "whose objectives in teaching were not subject matter but by precept and example to teach boys and girls the joy of life, of good friends and of loyal service to others."

Among those present, in addition to many of her fellow AFT members, were the city superintendent of

schools, several principals, and the president of the city PTA. Others, including the mayor, who were unable to be present sent messages that were read during the evening.

So enthusiastic is Miss Cowlin about the AFT that she plans to continue her work in behalf of the organization during her retirement from active teaching.

Maximum Goes UP In Newark

481 NEWARK, N.J.—Maximum salaries have been increased in Newark. The maximum for teachers with a B.A. degree is now \$5000; for teachers with an M.A. or its equivalent, \$5400; and for teachers with an M.A. plus 32 hours of college work or the equivalent, \$5800.

Although the maximum salaries have been raised, the minimum salary remains at \$2600. The Newark local believes that such a low minimum is unjust to beginning teachers and is working to have it raised to \$3000.

Loans from Labor Repaid in Syracuse

905 SYRACUSE, N.Y.—Progress in financial stability of the Syracuse local is shown by the fact that it recently paid off loans made to it by labor groups to help it finance its salary drive in 1946-47, when the teachers' group was still in its infancy. That the loans were made demonstrates the interest other labor groups have in AFT organizations.

Union groups that made loans were the Syracuse Federation of Labor and locals of the bakers, carpenters, printers, bricklayers, and hotel and restaurant employees.

Gillespie Works To Organize County

649 GILLESPIE, ILL.—Being pleased with results of their affiliation with organized labor, members of Local 649 are working to organize teachers in the entire county.

Representatives from other school districts in the county were invited to a recent dinner meeting of the Gillespie local at which advantages of organization were explained. Irvin R. Kuenzli, AFT secretary-treasurer, who spoke at the meeting, considers the prospects good for further organization in the community.

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Editor Asks Pertinent Questions

1020 SALINAS, CALIF.—Some pertinent questions are being asked by Fred Clayson, editor of the Salinas local's *Weekly News Letter*:

"For a number of years the high school faculty has held membership in the local Chamber of Commerce. Now from various sources we learn that one of the strong obstacles in the way of federal aid to education is the opposition of the Chamber of Commerce. What is the attitude of our local Chamber of Commerce? Do we have any influence in it? Who is our representative to it? If we have no interest or influence in it, why do we pay money to belong to it?"

Three-Point Advance Made in Superior

202 SUPERIOR, WIS.—Three important gains have been made in Superior:

1. Salary increases resulted when all teachers were advanced three steps on the salary schedule. The increases were made a permanent part of the schedule.

2. Accumulated sick leave provisions were revised upward. Teachers can now accumulate 100 days of sick leave at the rate of five days a year. This doubles the former provision for 50 days.

3. Several teachers benefited from a ruling of the school board which specified that 30 hours of graduate work completed before September 1, 1948, would be recognized as equivalent to a master's degree on the salary schedule.

Accent on Democracy In Toledo

250 TOLEDO, O.—A method used by the Toledo local enables it to function more democratically. When committees of the local are being set up, cards are distributed to the members on which they are requested to suggest persons to serve on the committees and to suggest what problems should be considered by these committees.

Kerrison Heads New Rutgers Local

1024 NEW BRUNSWICK, N.J.—A new local has been organized at Rutgers University.

In the opinion of its charter members, the support of organized labor is essential for the promotion and protection of the welfare of higher education in New Jersey. Irvine Kerrison of the university's Institute of Management and Labor Relations is president of the new group. He was formerly a member of the Detroit local and editor of the *Detroit Teacher*.

Eau Claire Salaries Increased by \$400

696 EAU CLAIRE, WIS.—A flat salary increase of \$400 was given each teacher in Eau Claire as of January 1.

In addition to this general increase other adjustments were made by adding special increments for work beyond the school day and by increasing several of such increments.

H. W. Mathison was chairman of the local's committee that negotiated the increases.

CORRECTION

J. V. Porter, recording secretary of Local 238, informs us that the Minneapolis salary ranges as given in the Louisville study, published in the January issue of the *AMERICAN TEACHER*, are incorrect. He gives the range for a B.A. as \$2400 to \$4400; for an M.A. as \$2600 to \$4600.

Labor Notes

By MEYER
HALUSHKA

(Continued from page 2)

president of the British Trade Union Congress, are expected to attend this meeting.

The Free Trade Union Committee of the American Federation of Labor, headed by Matthew Woll, has issued the following statement on these developments:

"The American Federation of Labor and free trade unionists throughout the world can only vigorously applaud the severance by the British Trades Union Congress, the CIO, and the Netherlands Federation of Labor of all relation with the so-called WFTU. We are confident that the remaining free trade unions still affiliated with this body will lose no time in following suit.

"The AFL has always opposed the WFTU as a Communist-dominated agency dedicated to the task of serving Soviet totalitarianism and imperialist aggression. Now that the strongest free trade unions have left it, the mobilization of world labor for effective united action in behalf of democracy, reconstruction, social justice, and peace will be greatly facilitated. The WFTU can no longer even pretend to speak for world labor.

"The struggle for these great goals can be triumphant only if the freedom-loving workers join hands on an international scale. The building of a truly international and really effective world organization of free trade unions has always been close to the hearts of the 8,000,000 members of the American Federation of Labor. Such international labor cooperation must not be a pious phrase. Nor can it be the echo and replica of government policies. To be genuine, such international labor cooperation must be entirely independent of all political parties, governments, and employers. We realize that such a world body must be carefully developed. It cannot be created overnight—at one diplomatic stroke or through some lavishly staged gathering.

"The AFL has been keenly aware of the burning urgency of preparing the ground for and promoting the establishment of such an all-inclusive international federation of genuine free trade unions. It is in this spirit that our representatives have worked abroad and that we have been redoubling our efforts to rebuild and strengthen the various interna-

tional trade secretariats. Striving for this goal, the AFL has joined wholeheartedly in founding and strengthening the Inter-American Federation of Labor. Realizing fully that a truly international body of labor cannot be only European and American, we have sought to aid the workers of Asia in their struggle for free trade unionism, decent conditions of life and labor, and democracy.

"In this spirit, the AFL will gladly cooperate with the bona fide trade unions of all lands so as to hasten the day of their unification into one international federation of labor."

Post-War Labor Movement In Italy

ABOUT seven million workers, a little less than 40% of the total labor force in Italy, belong to labor unions. The Communist-dominated Italian General Confederation of Labor (CGIL) is the largest of the several labor federations in Italy. Up to August, 1948, the CGIL embraced the overwhelming majority of trade unions. In October, 1948, eleven of the top Christian-Democratic trade union leaders withdrew from the CGIL and established the Free Italian General Confederation of Workers (LCGIL). Their action came as a result of a general strike called in protest over the attempted assassination of the Communist political leader Palmiro Togliatti. The stoppage was denounced as a political maneuver designed to harass the DeGasperi government.

The LCGIL was founded on the principles of non-political and non-denominational adherence, democratic methods in the conduct of union affairs, and referendum of membership preliminary to the calling of any strike. Non-Communist groups are increasingly disaffiliating from the CGIL and joining the LCGIL.

Little Taft-Hartley Acts Menace Labor

REPEAL of the Taft-Hartley Act will not end completely the restrictive measures that ban the union shop and deprive workers of long accepted traditional rights. Twelve states have "anti-closed shop" laws and five others regulate drastically union membership requirements.

The Supreme Court, in a unani-

mous decision on January 3, 1949, upheld three state laws prohibiting the closed shop or other union membership requirements for employment. The state laws specify that no labor contract or agreement shall deny a person the right to obtain or retain a job because he does not belong to a labor union. In addition to banning the closed shop, under which only members may be hired, they are held to prohibit such variations as the union shop, which requires workers to join a union after employment, and "maintenance of membership" provisions, which require that those who join unions must remain in good standing for contract periods.

Trade unionists will have an opportunity to repeal these T-H Acts this year as forty-four of the forty-eight state legislatures are in session this year.

Maine, Massachusetts, and New Mexico have rejected such proposed restrictive labor legislation in recent months.

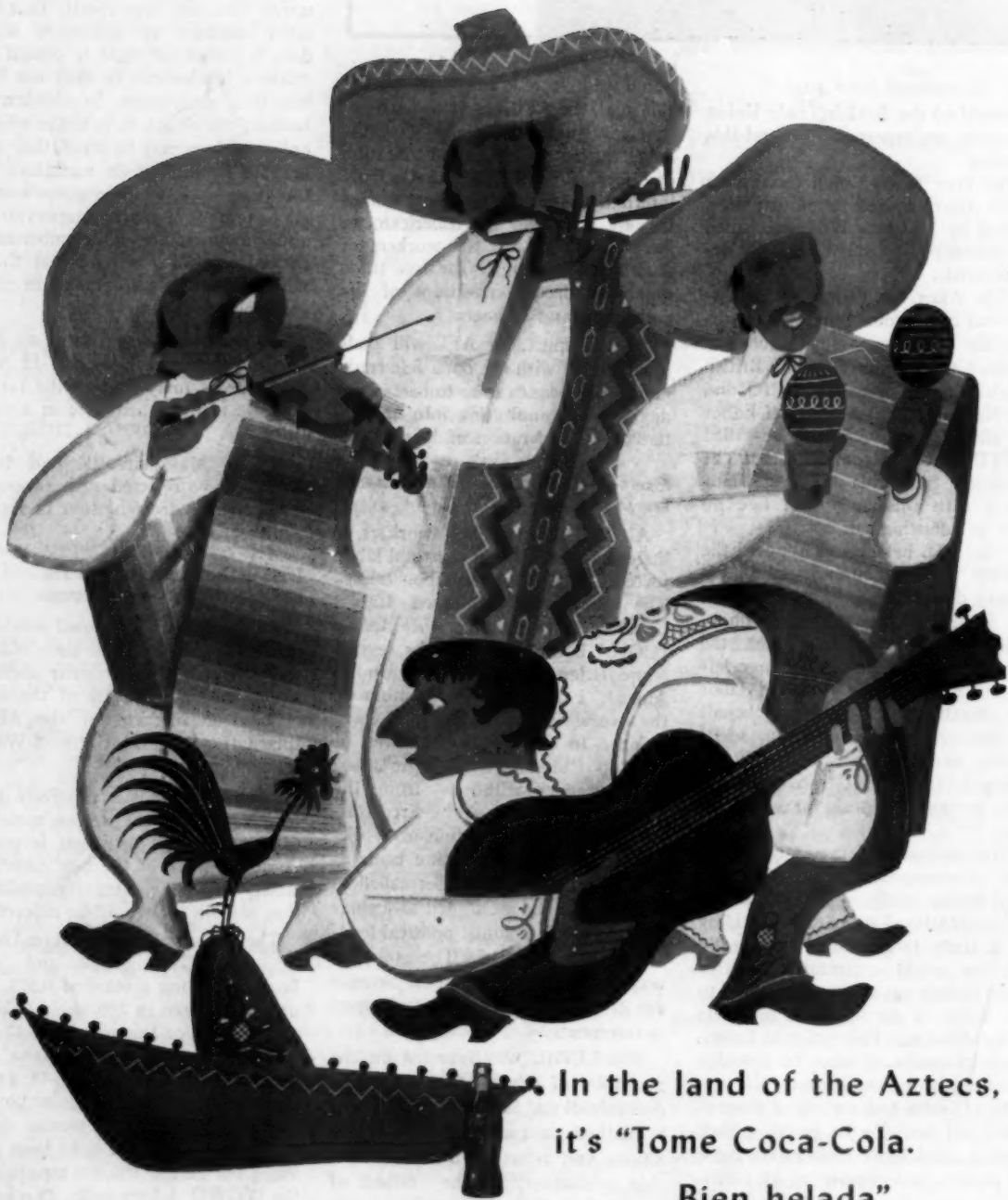
ILGWU Reports on Its Educational Program

THE value of educational programs for union members and their officers was stressed in the regular biennial report on the activities of the educational department of the AFL's International Ladies Garment Workers Union.

Because there is a relatively high turnover among the women members of the ILGWU, emphasis is placed upon the work of the new members' classes and the compulsory qualification courses for would-be officers.

The report contains returns made by 68 ILGWU locals and joint boards showing a total of 9,377 students registered in 300 weekly classes and groups for the year 1946-47 and 12,051 students in 388 classes and groups for the year 1947-48 as reported by 114 locals and joint boards. Lectures, excursions, movie shows and printed material have been provided for all the 400,000 members of the ILGWU. Additionally, 23 scholarships have been awarded for Harvard and elsewhere and 1,417 students have attended 30 institutes. A total of educational expenditures of \$491,348 is reported in the public balance sheet.

New members' classes vied with officers' training classes and art and craft and language classes for first place in workers' preference. Parliamentary law and current events also proved popular subjects. In addition to formal classes, a number of cultural and recreational activities drew a large attendance.



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